THE

Training School for Nurses

OF THE

Massachusetts General Hospital

From an Etching by SEARS GALLAGHER

ANNOUNCEMENT
FOR
1930 and 1931

"Nursing is an art—and if it is to be made an art, requires as exclusive a devotion, as hard a preparation as any painter's work, for what is the training to do with dead canvas or cold marble, compared with having to do with the living body—the temple of God's spirit. Nursing is an art which concerns every family in the world."

Florence Nightingale.

SITTING-ROOM NEW NURSES' HOME—MASSACHUSETTS GENERAL HOSPITAL

Table of Contents

	PAGE
Advantages of the Nursing Profession	20
Age	15
Application	14
Civil State	15
Date of Entrance	15
Degree Course	34
Description of Courses	25
Educational Requirements	15
Equipment for Admission	18
Expenses after Admission	18
Faculty	4
Foreword	9
General Statement	11
Health	15
Hours of Duty	16
How to Reach the Hospital	14
Illness and Leave	19
Libraries	17
Plan of Instruction	21
Post-Graduate Courses	24
Post-Graduate Opportunities	24
Program for College Graduates	38
Reference Reading	44
Residence	17
Scholarships and Loan Fund	19
Student Activities	17
Student Nurses in Training	40
Summary of Theoretical Instruction	33
Vacation	16

Massachusetts General Hospital

TRAINING SCHOOL FOR NURSES

Officers, Instructors and Supervisors
1930 and 1931

TRUSTEES' TRAINING SCHOOL COMMITTEE

Mrs. Nathaniel Thayer — Nathaniel T. Kidder

Rev. Henry Sherrill

ADVISORY COMMITTEE

Mrs. Nathaniel Thayer, *Chairman*
Mr. Nathaniel T. Kidder
Rev. Henry Sherrill
Dr. Frederic A. Washburn, Director of the Hospital

Sally Johnson, R.N.,
Superintendent of Nurses and Principal of the Training School

Dr. James J. Minot
Mrs. William W. Vaughan
Mrs. Robert H. Gardiner
Dr. William H. Smith
Dr. Daniel F. Jones
Mrs. G. Tappan Francis
Mrs. Robert Soutter
Dr. Edward P. Richardson
Dr. Lloyd T. Brown
Dr. Norman C. Baker
Mrs. Charles Mason
Mrs. Paul Jones
Dr. Richard S. Eustis
Dr. James H. Means
Mrs. Francis T. Hunter
Miss Alison Haughton
Mrs. Valentine Hollingsworth
Mrs. Rufus B. Sewall
Mrs. Edward Wigglesworth, Jr.
Mrs. Henry B. Bigelow
Mrs. Robert Homans
Mrs. John R. Post
Mrs. Arthur Bell
Jane Louise Mesick, Ph.D., Dean of Simmons College
Mrs. Eliot Wadsworth

Mrs. Grace W. Myers, *Secretary*

FACULTY — TEACHING AND SUPERVISING STAFF

Sally Johnson, R.N.

Diploma State Normal School, New Britain, Conn.
H.V. Half-Year Program in Preparation for Schools of Nursing, Simmons College, 1907.
Massachusetts General Hospital Training School for Nurses, 1910.
McLean Hospital School for Nurses, six months' post-graduate course, 1911.
Instructor of Theoretical and Practical Nursing, St. Luke's Hospital, New Bedford, Mass., 1911.
Instructor of Practical Nursing, Peter Bent Brigham Hospital, Boston, Mass., 1912.
Assistant Superintendent of Nurses, Peter Bent Brigham Hospital, Boston, Mass., 1913.
Superintendent of Nurses, Albany Hospital, N. Y., 1917–1920.
Director, Army School of Nursing, Walter Reed General Hospital, Washington, D. C., July 1, 1918–December 1, 1918.
Superintendent of Nurses, Massachusetts Eye and Ear Infirmary, 1923–
Superintendent of Nurses and Principal of the Training School, Massachusetts General Hospital, 1920–
Instructor in Ethics, Nursing Problems, Present Day Developments in Nursing Education.

Annabella McCrae, R.N.

McLean Hospital School for Nurses, 1893.
Massachusetts General Hospital Training School for Nurses, 1895.
Assistant Superintendent, Quincy Hospital, 1895.
Assistant Superintendent of Nurses, Massachusetts General Hospital, 1902.
Summer Course, Department of Nursing and Health, Teachers' College, 1916.
Summer Course, Department of Education, Boston University, 1926.
Instructor in Nursing Principles and Practice, Massachusetts General Hospital, 1913–

Clare Dennison, R.N.

Massachusetts General Hospital Training School for Nurses, 1918.
Head Nurse, Massachusetts General Hospital, 1919.
Supervisor, Medical and Surgical Wards, Massachusetts General Hospital, 1920–
Post-graduate course Teachers' College, Columbia, September, 1928, to June, 1929.
Assistant Superintendent of Nurses, Massachusetts General Hospital, 1921–
Instructor in History of Nursing.

Minnie Eva Pohe, B.S., R.N.

Lankenau Hospital School of Nursing, Philadelphia, 1923.
Supervisor of Operating Room, Pittsburgh Homeopathic Hospital, 1924.
Instructor in Theory, Lankenau Hospital School of Nursing, 1924–1926.
Student, Teachers' College, Columbia University, 1927–1929.
Supervisor of Theoretical Instruction and Instructor in Sciences, Massachusetts General Hospital, 1929–

Nancy M. Fraser, R.N.

Massachusetts General Hospital Training School for Nurses, 1914.
Head Nurse, Massachusetts General Hospital, 1914.
Assistant Night Supervisor, 1915.
Head Nurse, Massachusetts General Hospital, 1915.
Supervisor, Massachusetts General Hospital, 1919.
Training School Office Assistant — in charge of Infirmary — 1920–

Elspeth Campbell, R.N.

McLean Hospital for Nurses, 1908.
Massachusetts General Hospital Training School for Nurses, 1909.
Private Duty Nursing, 1910.
Industrial Nursing, 1917.
Supervisor of Out-Patient Department, Massachusetts General Hospital, 1918–

Ida M. Cannon, R.N.

City and County Hospital School for Nurses, St. Paul, Minnesota, 1898.
Boston School for Social Workers, 1907.
Chief of Social Service, Massachusetts General Hospital, 1916–
Instructor, Social Service, 1916–

Helen E. Bancroft, R.N.

Massachusetts General Hospital Training School for Nurses, 1920.
Head Nurse, Emergency Ward, Massachusetts General Hospital, 1920–1922.
Instructor, Boston Lying-In Hospital, 1923.
Public Health Nursing — Industrial — 1923–1928.
Supervisor of Lower Surgical Wards and Instructor in Nursing Education in Relation to Surgery, Massachusetts General Hospital, 1928–

Dorothy M. Bargh, R.N.

Massachusetts General Hospital Training School for Nurses, 1926.
Instructor in Nursing Principles and Practice, Nassau Hospital, Mineola, Long Island, 1926.
Instructor in Nursing Principles and Practice, Harper Hospital, Detroit, Michigan, 1928.
Supervisor of Surgical Wards and Instructor in Nursing Education in Relation to Surgery, Massachusetts General Hospital, 1929–

Esther L. Martenson, R.N.

Massachusetts General Hospital Training School for Nurses, 1925.
Head Nurse, Massachusetts General Hospital, 1925–1927.
Night Superintendent of Nurses, Madison General Hospital, Madison, Wisconsin, 1927–1928.
Private Duty Nursing, 1928–1929.
Supervisor of Medical Wards and Instructor in Nursing Education in Relation to Medicine, Massachusetts General Hospital, 1929–

Adaline Chase, B.A., R.N.

Massachusetts General Hospital Training School for Nurses, 1922.
Public Health Nurse, American Red Cross, Milford, New Hampshire, 1922–1926.
Private Nursing, 1927.
Assistant Director, Visiting Nursing Association, Waterbury, Connecticut, 1927.
Instructing Supervisor in the Out-Patient Clinics, Massachusetts General Hospital, 1928–
Instructor in Principles of Public Health, 1928–

Bertha E. Nelson

Sargent School of Physical Education, 1915.
Physical Director, Y. W. C. A., Lancaster, Ohio, 1915–1919.
Industrial Girls' Worker, Lowell, Massachusetts, 1919–1920.
Girl Reserve Secretary, Y. W. C. A., Newburgh, N. Y., 1920–1923.
Physical and Social Director, Massachusetts General Hospital, 1927–
Instructor in Personal Hygiene and Social Usage.

Marion D. Floyd, B.S.

B.S. Simmons College, 1922.
Instructor in Foods and Dietetics, Nassau Institute, Springvale, Maine, 1922–1923.
Post-Graduate Course, Peter Bent Brigham, 1923–1924.
Dietitian, Long Island Hospital, Boston, 1924–1925.
Dietitian, Waltham Training School for Nurses, Waltham, 1926–1927.
Administrative Assistant Dietitian, Massachusetts General Hospital, 1927–
Instructor of Foods and Nutrition, Massachusetts General Hospital, 1927–

Allie Harkonen, R.N.

Massachusetts General Hospital Training School for Nurses, 1924.
Head Nurse, Massachusetts General Hospital, 1925.
Fourth Assistant to the Director of Nursing, University of Michigan Hospital, Ann Arbor, Michigan, 1926.
Supervisor of Emergency Ward, Massachusetts General Hospital, 1929–

Sylvia Perkins, R.N.

Massachusetts General Hospital Training School for Nurses, 1928.
Assistant to the Supervisor of Theoretical Instruction, 1929–
Instructor in Drugs and Solutions, Materia Medica, First Aid, Nursing of the Diseases of the Eye, Ear, Nose and Throat.

Daphne Corbett, R.N.

Massachusetts General Hospital Training School for Nurses, 1925.
Head Nurse, Massachusetts General Hospital, 1925–1927.
Instructor in Nursing Principles and Practice, Bridgeport Hospital, Bridgeport, Connecticut, 1927–1929.
Assistant to the Instructor in Nursing Principles and Practice, Massachusetts General Hospital, 1929–
Instructor in Nursing Principles and Practice, Hospital Housekeeping, and Bandaging.

Marjorie Lane, R.N.

Massachusetts General Hospital Training School for Nurses, 1927.
Assistant in the Operating Room and Supervisor of Delivery Room, Grace Hospital, New Haven, Connecticut, 1927–1929.
Night Supervisor, Massachusetts General Hospital, 1929–

Nathalie M. Davis, R.N.

Massachusetts General Hospital Training School for Nurses, 1928.
Head Nurse, Massachusetts General Hospital, 1928–1929.
Assistant Night Supervisor, Massachusetts General Hospital, 1929–

Frances C. Crocker, R.N.

Massachusetts General Hospital Training School for Nurses, 1923.
Supervisor of East Surgical Service, Massachusetts General Hospital.
Supervisor, Surgical Building, Massachusetts General Hospital, 1926–
Instructor in Operating Room Technique, Massachusetts General Hospital, 1927–

Gertrude Luff, R.N.

Massachusetts General Hospital Training School for Nurses, 1922.
Course in Administration of Anesthetics, 1923.
Private Duty Nursing, 1924.
Assistant Superintendent of Nurses and Instructor of Principles and Practice of Nursing, Christ Hospital, Jersey City, New Jersey, 1925.
Anesthetist, Bridgeport Hospital, Bridgeport, Connecticut, 1926.
Chief Nurse-Anesthetist, Massachusetts General Hospital, 1928–
Instructor in Administration of Anesthetics.

Helen Baker, R.N.

Massachusetts General Hospital Training School for Nurses, 1927.
Head Nurses, Massachusetts General Hospital, 1927.
Night Supervisor, Massachusetts General Hospital, 1928.
Assistant to the Supervisor of the Out-Patient Department, Massachusetts General Hospital, 1929–

Mary E. Norton, B.S.

B.S., Simmons College, 1926.
Dietitian, Women's Homeopathic Hospital, Philadelphia, Pennsylvania, 1927.
Instructor in Nutrition and Cookery, Massachusetts General Hospital, 1927–

GRADUATE HEAD NURSES

Florence Clark, R.N.	Massachusetts General Hospital, 1914
Virginia Cates, R.N.	Massachusetts General Hospital, 1923
Augusta Brooks, R.N.	Massachusetts General Hospital, 1926
Walborg Peterson, R.N.	Massachusetts General Hospital, 1926
Gladys Boothman, R.N.	Massachusetts General Hospital, 1927
Irene Willard, R.N.	Massachusetts General Hospital, 1927
Ethel Robertson, R.N.	Massachusetts General Hospital, 1928
Halina Filipak, R.N.	Massachusetts General Hospital, 1928
Eleanor Flint, R.N.	Massachusetts General Hospital, 1928
Veda Lohnes, R.N.	Massachusetts General Hospital, 1928
Gula Boyce, R.N.	Massachusetts General Hospital, 1928
Ruth Pettingill, R.N.	Massachusetts General Hospital, 1928
Edna Cree, R.N.	Massachusetts General Hospital, 1928
Marguerite Dunn, R.N.	Massachusetts General Hospital, 1928
Esther Fessenden, R.N.	Massachusetts General Hospital, 1928
Helen Burgess, R.N.	Massachusetts General Hospital, 1928
Edith Record, R.N.	Massachusetts General Hospital, 1928
Vivian Taylor, R.N.	Massachusetts General Hospital, 1928

ASSISTANTS IN THE OPERATING ROOM

Corine Blondin, R.N.	Massachusetts General Hospital, 1928
Ellen Litchman, R.N.	Massachusetts General Hospital, 1928
Katherine Kirrane, R.N.	Massachusetts General Hospital, 1928

ASSISTANT ANESTHETISTS

Emma M. Everett, R.N.	Massachusetts General Hospital, 1921
Mrya L. Lee, R.N.	Calais City Hospital Training School, 1927
Doris Simpson, R.N.	New England Deaconess Hospital, 1929

LECTURERS

Alexander Marble, A.B., M.A., M.D.

A.B., University of Kansas, 1922.
A.M., University of Kansas, 1924.
M.D., Harvard Medical School, 1927.
House Officer in Medicine, John Hopkins Hospital, Baltimore, 1927.
Resident, West Medical Service, Massachusetts General Hospital, 1928.
Teaching Fellow in Medicine, Harvard Medical School, 1928–
Instructor in Medicine, Massachusetts General Hospital, 1928–

George Nesche, M.D.

M.D., Washington University, St. Louis, 1925.
House Officer, Barnes Hospital, St. Louis, 1925–1926.
Assistant Resident Physician, Barnes Hospital, St. Louis, 1926.
Resident Physician, Barnes Hospital, St. Louis, 1927–1928.
Assistant in Medicine, Washington University, St. Louis, 1927–1928.
Resident, West Medical Service, Massachusetts General Hospital, 1928–
Instructor in Medicine, Massachusetts General Hospital, 1928–

Richard Sweet, A.B., M.D.

A.B., Columbia College, 1922.
M.D., Harvard Medical School, 1926.
Junior Assistant Physician, McLean Hospital, Waverley, 1926–1927.
House Officer, East Surgical Service, Massachusetts General Hospital, 1927–1928.
East Surgical Resident, Massachusetts General Hospital, 1929–
Instructor in Surgical Diseases, Massachusetts General Hospital, 1928–
Instructor in First Aid, Massachusetts General Hospital, 1928–

Horatio Rogers, M.D.

Harvard College, A.M. (War Degree), 1919.
Harvard Medical School, M.D., 1923.
Resident Surgeon, Free Hospital for Women, Boston, 1923.
Surgical Interne, Massachusetts General Hospital, 1923–1925.
Assistant in Pathological Laboratory, Mayo Clinic, 1925–1926.
Assistant in Surgery, Massachusetts General Hospital, 1926.
Resident, Huntington Memorial Hospital, Boston, 1927–1928.
Visiting Surgery, House of Good Samaritan, Boston, 1926–1927.
Assistant in Surgery, Harvard Medical School, 1929–
Instructor in Surgery, Massachusetts General Hospital, 1929.

ADDITIONAL INSTRUCTORS

Dr. Allen Ring	Oral Hygiene
Dr. Richard Dresser	Roentgenology
Dr. J. H. Swartz	Diseases of the Skin
Margaret Reilley, R.N.	Treatment of Diseases of the Skin
Dr. Benjamin Sacks	Diseases of the Eye
Dr. Leon White	Diseases of the Ear, Nose and Throat
Miss Ora Mabelle Lewis	Social Service
Dr. D. C. Parmenter	Occupational Diseases
Dr. Armin Kline	Posture
Gertrude Fleming, R.N.	Posture
Dr. Dwight L. Sisco	First Aid
Dr. Sydney Bunker	Psychiatry

Foreword

SCHOOLS of nursing vary as to desirability. Every young woman who is considering entering a school of nursing should inform herself as to what constitutes a good school, otherwise she may find that after spending from two to three years in a school that she has had neither an evenly balanced course in practice, nor the theory content necessary for the adequately prepared nurse of today. The inadequately prepared nurse will find many avenues of advancement closed to her. A prospective applicant should ascertain whether or not the training school which she is considering is registered with the State Board of Nurse Examiners. A registered school is one that meets the requirements of the State law relative to schools of nursing, and having met this requirement its graduates are eligible to take the examinations of the Board of Registration of Nurses.

Only graduates of registered schools are allowed to take examinations for registration, and only registered nurses are privileged to join the national nursing organizations, the Red Cross Nursing Service, and the Government Nursing Services.

Registered schools provide good living conditions, take good care of pupils when they are ill, have reasonable hours of duty, provide for recreation, offer adequate clinical experience, employ well-prepared teachers, possess well-equipped classrooms, and have a full, well-balanced curriculum. All registered schools adequately prepare their graduates for surgical, medical, and obstetrical nursing, and for the care of sick children. Many schools also give electives in mental and contagious nursing, and in such specialties as anesthesia, public health nursing, ward administration, and nursing education.

The Massachusetts General Hospital Training School for Nurses is registered in Massachusetts and New York. Graduates of the three years' course, having had four years of high school, are, as far as our knowledge extends, eligible to take examinations for registration in every state in the Union. Obviously no person can foretell what new regulations relative to nursing may be made in any given state which may render a graduate from any given school

ineligible for examination. The policy of this school is to keep informed of all such new regulations and to prepare its graduates to meet them.

The location of a school has much to do with the educational and cultural opportunities available to student nurses. The prestige of the school, and the standing and accomplishments of the alumnæ are matters of importance.

Reliable and unbiased information concerning schools of nursing can be obtained from National Headquarters, American Nurses Associations, 370 Seventh Avenue, New York City, and from the State Boards of Nurse Examiners. The office of the latter is usually located in the Capitol Building of each State.

General Statement

THE Massachusetts General Hospital was established in 1811, and through all the succeeding years has been recognized as one of the leading hospitals for the care of general diseases. The first patient was admitted September 3, 1821, and in 1921 the hospital celebrated its centennial.

One speaker upon that occasion asked the hearers to pause and "think for just a passing moment of the tragedy, relieved now and then by comedy; of the pain and sorrow, of the joy and gladness which these walls have seen; of health and usefulness restored or prolonged; and of homes relieved from the burden of sickness." While the listeners might have some conception of what it means for a hospital to have cared for over a quarter of a million patients within its doors, the power of the human mind allows only the merest conception of the extent to which this hospital has benefited suffering humanity located far beyond its doors, for this hospital has made three great contributions to the medical world.

The greatest contribution was made on that day in 1846 when in the operating theatre of this hospital Dr. Morton gave the first public demonstration of the use of sulphuric ether to produce surgical anesthesia. Dr. John C. Warren performed the operation. The patient when he recovered declared he had felt no pain. The news of this discovery went from that room throughout the world and a new era of surgery began. The second great gift was that of Dr. Reginald Fitz's "masterly paper on 'Perforating Inflammation of the Vermiform Appendix,' which was so convincing that it met with instant acceptance." The third great contribution of this institution has been hospital social service, the product of the genius of Dr. Richard C. Cabot.

The Massachusetts General Hospital is one of the fields used by the Harvard Medical School for the purpose of clinical teaching. Therefore, research and teaching are among the functions of this hospital, and as a consequence the latest developments in medicine and surgery are always found here. The research department of the hospital is of great benefit to the patients. The educational

function of the hospital is a stimulus to teachers, medical students and student nurses.

This is the oldest hospital in New England, and the third oldest in the United States. The original building is one of the finest examples of Bulfinch architecture in existence. The interior has been reconstructed many times to provide for modern equipment and today provides as satisfactory working conditions as any hospital built within the last decade. Great care, however, has been taken to preserve the general lines of the building, the beautiful stairways, and the lovely doorways of this impressive building. The two other ward buildings have been entirely remodelled. The surgical amphitheatre, the out-patient building, the new home for nurses, the administration building, and the pavilion for private patients are of recent construction and are admirably suited for the carrying out of present-day medical and nursing procedures. The Baker Memorial, a building which is planned to care for people of moderate means, is now in the process of construction and will have a capacity of three hundred patients.

Today the hospital naturally divides itself into four parts — the general hospital of four hundred and thirty beds; the Phillips House, which is the private pavilion of the hospital, containing one hundred beds; the Out-Patient Department, with a daily clinic which has an average of six hundred patients; and the Baker Memorial, which, at first, will be open for one hundred and fifty patients. This hospital is centrally located, being about fifteen minutes' walk from the Public Garden and from the shopping district. This fact makes available Boston's points of historic interest as well as her opportunities in the way of art, music, and literature. Members of the school staff make a special effort to encourage these interests in order that the three years in Boston will mean not only preparation for nursing, but a profitable addition to the general education of the young women who enter the school.

The Massachusetts General Hospital Training School for Nurses was founded November 1, 1873, and is one of the first three nursing schools in America to be organized on the Nightingale plan, all three having been organized in the same year. The alumnæ of the school number over nineteen hundred. The year book shows these graduates engaged in fifty-six different forms of nursing work and also shows that among the women in active work today only twelve are engaged in work other than that of nursing or its allied voca-

tions. This last fact is convincing proof of the joy and satisfaction which the right type of woman, adequately prepared, finds in nursing.

The public today is not only recognizing the trained nurse as a person who cares for the sick, but as the most important health teacher. She is also recognized as a factor in solving many economic and social problems in the home, in the school, and in manufacturing and mercantile establishments. When qualified by education and experience she is needed to teach nurses, to administer schools of nursing, to inspect training schools for State registration, to direct nurses' registries, and to organize hospitals and training schools at home and abroad.

The aim of the school is to prepare nurses not only to care for individual patients, but to lay a foundation for the fields of teaching, administration, public health nursing and social work.

It is the earnest purpose of this school to maintain a standard worthy of the ideals cherished by that group of high-minded men and women who established it, a standard commensurate with the opportunities it has to offer. The founders of this school recognize the value to the community of the right kind of trained nurses. The present directors of the school intend to offer such good instruction, such valuable experience, and maintain such personal standards for the pupils that the school will continue to graduate young women who possess not only nursing knowledge and nursing skill but also the essentials of strong character and real womanhood.

General Information

How to Reach the Hospital. The Training School Office is in the Moseley Building, which is located on Fruit Street, at the head of North Grove Street.

A. From Back Bay or Huntington Avenue Stations go to Boylston Street and to the bus stop by the Public Library. Take bus marked "Bowdoin," and leave bus at North Grove Street.

B. From North Station cross Causeway Street to Portland Street and take bus marked "Park Square," and leave bus at North Grove Street.

C. From Park Street Subway Station take car to Scollay Square. Go down to Scollay Under, and take train to Bowdoin Square. Get a transfer and take bus marked "Fenway," or "Kendall." Leave bus at North Grove Street.

If visitors are using cars which come through Arlington Street, it is better to leave the subway at Arlington Street and take bus marked "Bowdoin."

D. From South Station enter the subway which is just outside the main entrance to the Station, and take Cambridge train to Kendall Square in Cambridge. Get a transfer and cross the street. Take bus marked "Bowdoin." Leave bus at North Grove Street.

Application. Whenever possible the prospective applicant should apply in person to the principal, preferably accompanied by her mother or by some other relative who is interested in her welfare. They will be shown through the hospital and homes, and given detailed information which is difficult to give by correspondence. The principal of the school plans to be in her office to personally interview applicants between ten and one on Tuesdays, between ten and twelve on Saturdays, and will be there at other times by appointment. Some one of the assistants is always on duty and can give general information to applicants any week-day between ten and four. If a personal application is impracticable, written application may be submitted on form supplied for the purpose. With this written application a photograph which may be retained in the school files must be sent. An unmounted photo-

graph, such as is used for passports, is preferable. An enlarged kodak picture will be satisfactory. An acknowledgment of the application will be forwarded, but an interval of time may elapse before the applicant is definitely accepted. This delay is due to the right reserved to select those who appear to be best qualified for nursing. The autumn class is admitted early in September; the winter class in February.

AGE. There is no arbitrary rule as to the age at which applicants are accepted. The preferable age is between 20 and 30 years, although students may be accepted at the age of 18. The five-year course is recommended to those who are graduating from high school at an early age.

CIVIL STATE. The school considers it inadvisable to admit or retain married women.

EDUCATION. A complete high-school education of four years with diploma or its full equivalent is required. Preference is given to applicants who have no single grade below 75 per cent, and whose high-school preparation has been that of the general, college, or normal course. If the course does not include Latin or a science, such as Chemistry, Physics, or Biology, they should be electives. Students should have a thorough understanding of fractions and percentage. Candidates who lack the preparation outlined may obtain advice relative to further high-school preparation by personal interview with the principal of the school of nursing.

HEALTH. Although good health is a necessity from both a physical and mental standpoint and persons with organic defects cannot be received, young women of average strength need not hesitate to enter the nursing field. As a precautionary measure, every applicant must have a physical examination by her family physician. His recommendation regarding tonsils and adenoids must be adopted. Young women who have been subject to injuries of back or hips, to fallen or flat arches, to sacro-iliac strain, to nervous breakdown, or have a tendency to tuberculosis should not undertake training. The school requires a certificate showing successful vaccination for smallpox within one year of entrance. This vaccination should not be left until too short a time before entrance. It is a poor policy for an applicant to hold a responsible position up to within a short time of entering, then use the last days for intensive preparation, and as a result come to the school tired. Such a procedure is unfair to both student and school.

Acceptance. The principal of the school, with the approval of the director of the hospital, decides as to the pupil's fitness for the work, and whether the preliminary student shall be retained. In the majority of instances the fitness of nurses can be determined at the end of the preliminary period of four months. The passing of the class-room work alone does not guarantee acceptance. Ward duty must be acceptable. The students must prove their ability to carry responsibility. A large majority of every class is accepted, a very small number are accepted conditionally, and only a limited number are advised to withdraw. The principal of the school may, with the approval of the director and the chairman of the advisory committee, terminate the connection of a pupil with the school at any time for reasons which may seem to her sufficient.

Hours of Duty. Vacation. The nature of hospital work is and always will be such that emergencies may arise which will necessitate deviation from the prescribed hours of duty. The unreasonable number of hours on duty and the great amount of housework often supposed to be required of a student nurse belong to a past generation. In all first-class hospitals most of the housework was long ago given over to maids and in this hospital much of the other routine work, formerly done by student nurses, is now done by a corps of ward helpers. During the preliminary term the schedule of hours for ward duty is approximately twenty-one hours a week. During this period the students are off duty all of every third Sunday. In the General Hospital, after the preliminary term, the fifty-two hour a week schedule for ward duty is in effect for day nurses and a fifty-six hour a week schedule for night nurses. Day nurses are off duty one-half day during the week and a half day on Sunday and legal holidays. Five days each week pupils are on duty eight hours. Night nurses are on duty eight hours each night beginning at eleven o'clock. Each period of night duty is generally four weeks. In the second year, when the student is carrying her heaviest schedule of theoretical and practical work, an effort is made to give her an occasional full day off duty. Nine weeks of vacation are allowed during the period of training. As a health measure the principal may stipulate that in addition seven days may be used for rest or for care of minor illness in order that more serious illness may be averted. Throughout the three years emphasis is placed upon positive health.

Residence. The Massachusetts General Hospital has three pleasant, comfortable residences for the nurses. "The Thayer" is situated on the hospital grounds and accommodates 128 nurses. In "The Thayer" there are 15 double rooms; all other rooms are single. It has a good library, classroom, laundry, a sewing room for the use of the nurses, and a piano. The new wing overlooks the Charles River and has a roof furnished with an awning, steamer chairs, and hammocks. The Charles Street house, about six minutes' walk from the hospital, is used when new classes fill the other homes to capacity. The New Home is just outside the hospital grounds, and is connected by subway. It comprises one hundred and thirty-two single rooms, a large attractive reception room, recreation room, kitchenette, classroom, sewing room, and laundry, also a pleasant roof for recreation and outdoor sleeping. In the spring of 1930 three floors of the Baker Memorial will be used as a nurses' residence, and will be equipped with the necessities of comfortable living.

Student Activities. Physical-Social Director. There is a Student Government Association and a Glee Club. Students play basket ball and tennis. Throughout the year there are various social functions, such as teas, dances, home talent affairs, and concerts. Because the off-duty hours of student nurses are very broken, there is need of some one to direct the off-duty activities. Every student will be required to belong to, and take active part in, some one of the organized student activities. The school has provided a full-time physical-social director, a graduate of Sargent's School of Physical Education, who assists with the activities and encourages and directs healthful recreation. She also informs the students concerning lectures, concerts and various educational exhibits given in Boston. The physical-social director plans for, and accompanies, excursions to places of historical interest.

Libraries. In the New Home there is a reference library. "The Thayer" has a library of standard works, and in both homes there are a few books of fiction. The principal nursing journals, a morning and evening newspaper, and several current magazines are provided. The students have the use of the Warren Library, which is the patients' library, comprising 1,400 volumes. The students also have the use of the Treadwell Library, which is the hospital medical library. This library has 12,730 volumes on its shelves, 12,968 reprints and 105 periodicals.

Equipment for Admission. The pupil will need to provide herself with three uniforms and ten aprons of design specified when appointed. She will also need four sets of plain underclothing, a watch with a second hand (wrist watches are not permissible unless worn in the watch pocket), a pair of blunt scissors, a fountain pen, a metal pencil, and book bag of the style generally known as a Boston bag. Her equipment also includes two soiled clothes bags, one bed blanket or comfortable, one washable coat sweater, a raincoat (or coat suitable for rainy weather), rubbers, umbrella, bath robe, slippers, and two washable bed jackets (short kimono of silk or wool). One pair of black oxfords with rubber heels must be provided for duty. As an orthopedic surgeon examines the student's feet soon after entrance, and recommends the type of shoes to be worn, it is better to postpone buying a second pair for duty until after this examination has been made. If a gymnasium suit is owned it should be brought to the school.

Expenses. Upon entrance to the school pupils are required to pay a tuition fee of $50. If, for any reason, a pupil leaves the school before, or after, the completion of the preliminary term no part of the tuition fee will be returned. This is the only tuition fee. A breakage deposit of $10 is required, the balance of which, if any, is refunded when the student leaves the school. If breakage exceeds $10, a second deposit is required. A registration fee of $5 is paid when the applicant is definitely accepted for the preliminary course. This will be credited toward the tuition fee. This fee is not returned if the applicant fails to keep her appointment. During the course, students occasionally attend clinics at other hospitals or visit other health organizations. For such visits students pay their own car fares. The expense for this transportation does not average more than one dollar per year. Fees for required school activities do not average more than two dollars per year. Throughout the course the students will be maintained by the hospital without expense for board, room, and plain laundry. Necessary textbooks are provided, and uniforms are provided after the preliminary course has been satisfactorily completed. These are the property of the hospital and any student leaving before graduation is required to return the uniforms and textbooks. When the student graduates she may retain both. Other expenses are a matter of personal adjustment. No financial compensation is given.

Scholarships. Loan Fund. Each year the hospital offers a limited number of $100 scholarships to pupils who need financial assistance. An applicant for a scholarship must have been in the school more than six months, and not be within six months of graduation; must not have fallen below 75 per cent in any one subject, and must have an average of 85 per cent. A loan fund for student nurses has been established in memory of Marion Moir West (1889). This fund was established by a sister of Miss West's, and is in charge of the Training School Committee.

Illness. Leave. The school endeavors to keep its students well, and expects the students to co-operate in this endeavor. Each student receives a physical examination soon after entrance to determine whether she has physical defects that might interfere with her course, or any defects that can be remedied. An opportunity is given the student to avail herself of the various prophylactic measures now known to medicine. Health examinations are given at subsequent periods. Pupils who are ill are cared for at the expense of the hospital for a reasonable length of time. Time lost from illness or other reasons must be made up. Absences are allowed for emergencies only. If absences are prolonged students may lose their class positions.

Examinations. A written examination is given at the end of each course. The passing mark is 70 per cent. Diplomas are granted only to those who pass these examinations.

Graduation. When the student has satisfied the school authorities that she is personally fitted to assume the responsibilities of the nursing profession, has satisfactorily completed the prescribed course, and passed her examinations, she will be given the diploma and pin of the school. At the time of completing the course each graduate is required to leave, for the permanent record of the school, a uniform photograph of such style and size as the principal deems desirable.

The Alumnæ Association. This Association was organized in 1895. Its object is to improve the professional work of the graduates, and to promote good-fellowship among them. Monthly meetings are held in the nurses' home from October to May, inclusive. There is an educational program, social hour and tea. The senior students are frequently invited to these meetings. The Alumnæ have endowed a hospital bed for the use of its members who are ill. The Sick Relief Association is another organization

of the graduates. The Alumnæ recently published an extensive history of the Training School. The "Quarterly Record" is the official magazine and has a warm place in the hearts of all members. The Alumnæ are creating an Endowment Fund for the educational purposes of the Training School.

Advantages of the Nursing Profession. It is the least expensive of professional courses, inasmuch as the student nurse's services in the wards have a financial value to the hospital. The nurse is sure of expert care is she is ill during the period of training. She is sure of occupation as soon as she is graduated, and except for private nursing requires no equipment, and for private nursing the equipment is very inexpensive. She can practise her profession in almost any part of the world. It is the best possible preparation for woman's special sphere — home-making and motherhood. Second only to the service of that woman who is the head of her own home is the service of that woman who, to a background of education and culture, has added a training in a well-organized school of nursing.

Forms of Nursing Service. Private nursing; assisting, supervising, and head nursing in hospitals; assistant in doctor's office and medical laboratories; public health nursing in homes, schools, factories, and stores; principal of school of nursing; superintendent of nurses; superintendent of hospital; and service with the Army, Navy, Veterans Bureau and Red Cross.

An interesting pamphlet called "Opportunities in the Field of Nursing" is published by the National League of Nursing Education and can be obtained for fifteen cents from the League Headquarters at 370 Seventh Avenue, New York City, New York.

THE TENNIS CLUB

The General Plan of Instruction in the Classroom and of Practice and Experience in the Wards of the Hospital

THE THREE-YEAR COURSE

The Preliminary Term. This term is of four months' duration. This is not only a period of intensive study, but a time of adjustment. During these months the pupil finds out whether or not she possesses the qualifications of a nurse. In the preliminary course the pupil is taught elementary courses in the basic sciences which relate to nursing, namely, anatomy, physiology, hygiene, bacteriology, chemistry (if not previously studied), and nutrition and cookery. Other courses are in ethics, history of nursing, social service, drugs and solutions, and bandaging. Practical nursing is taught by demonstrations, classroom practice, and ward practice. The ward practice of this period is especially well supervised. The student assumes no regular ward duties during the preliminary term. Ward practice averages about three hours daily, and these hours are used for practice in the nursing technique taught in the classroom.

The Junior Term. This term is the second of the first year. In this term the pupils are assigned for regular eight-hour duty on the general medical and surgical wards, and in the clinics of the Out-Patient Department. During this period the pupils are taught posture, massage, materia medica, elements of public health, surgical and medical nursing, clinical pathology and dietotherapy.

The Intermediate Year. The pupils during this year are assigned to the general wards, both medical and surgical; to special wards such as orthopedic, neurological, skin and metabolism; to the private pavilion and to the Out-Patient Department. They may be assigned to the Emergency Ward, the Eye and Ear Infirmary, and the Diet Kitchen. The

classroom instruction for this year includes sanitation; medical nursing; surgical nursing which includes gynecology and orthopedics, personality adjustment; pediatrics; diseases of, and nursing of, the eye, ear, nose, and throat; and nursing in communicable diseases. In the latter part of this year a series of lectures is given by various specialists.

THE SENIOR YEAR. During the final year, pupils are assigned to the general and special wards, to the pediatric division, and to the Boston Lying-In Hospital for obstetrical training. Sometime in 1930 the hospital will have an Obstetrical Department functioning in the new Baker Memorial, and gradually the Boston Lying-In affiliation will be discontinued, and obstetrics will be taught in the home school. In the theoretical work the major course of the senior year is a series of lectures and discussions relating to the problems, obligations, and opportunities of the nursing profession. Every senior is required to write at least one paper on nursing or an allied subject. Other courses of the senior year include mental diseases and their nursing care; principles of public health; the advanced and review nursing; and special lectures such as oral hygiene, and occupational therapy. During this year an effort is made to give every pupil of special ability an elective in some branch of nursing in addition to the prescribed course, such as mental nursing, contagious nursing, public health nursing, or social service. Some pupils are given experience in ward administration, teaching, and the administration of anesthetics. With affiliations in every recognized form of nursing, supplementing the basic course, a rich experience is available.

ELECTIVES IN THE HOSPITAL. Among the electives in the hospital are a three months' course in the administration of anesthetics, four months as assistant to the practical instructor, or to the instructor of sciences, six weeks advanced operating room experience, appointments as pupil head nurses, and for a limited number of students a three months' course with the Hospital Social Service Department. Under supervision the pupil visits the homes of patients, institutions for the care of tuberculous and chronic patients, social agencies, and legislative hearings on health questions. She attends the weekly conferences on social case work. In this way the pupil nurse sees the communities from which the patients come, the social conditions that hamper proper medical treatment, and learns of the social forces in a community. In this

course the pupil sees the medical social worker functioning as a very important factor in making medical and nursing treatment effective.

Electives by Affiliation with Other Institutions.

The school offers several electives to pupils who wish to specialize in some particular branch of nursing. One elective, available to about one-half of the students, is a two months' course with the Massachusetts Eye and Ear Infirmary. The course includes instruction concerning the diseases of the eye and ear, nose and throat, and concerning injuries of these organs. The students are taught to observe symptoms and carry out treatment. Pupils obtain experience not only in the wards, but in the Out-Patient Department, and in the operating rooms of the Eye and Ear Infirmary. Another attractive elective course, for a very limited number of seniors, is that of a four months' course with The School of Public Health Nursing, conducted jointly by Simmons College and The Community Health Association. The hospital pays the tuition of these students and maintains them at the hospital while they are taking the course. An elective course is one at the McLean Hospital, where an excellent course is given in the care of nervous and mental diseases. The importance of mental hygiene is recognized today as never before, and this affiliation is a rich one. Another elective affiliation is one for three months in contagious nursing at the Boston City Hospital. This is valuable to any student who is interested in the care of children or in public health nursing, especially school nursing.

Practice and Experience of the Typical Nurse.

The ward practice and experience of the typical student generally shows the following monthly schedule: preliminary course, four; surgical nursing, including operating room, nine; medical nursing, five; pediatric nursing, three; obstetrical nursing, three; private pavilion, two and one-half; diet kitchen, one; special wards, such as skin, orthopedic, neurological or metabolism, one and a half; one major or two minor electives, four; vacation, two and a quarter. The typical student has three out-patient clinics and is assigned from the ward where she is on duty to the clinic of the same service: that is, from a medical ward to a medical clinic, or from a nerve ward to a nerve clinic. The largest number of patients in this hospital, as in most others, are surgical, and this is the experience which will show the greatest length of service.

Post-Graduate Opportunities. Graduates who wish to specialize in the care of nervous and mental diseases may, by spending a year at McLean Hospital, Waverley, secure the diploma of that school, or they may take a six months' post-graduate course, after which they will receive a certificate. These courses prepare a nurse to meet a great and constantly growing need in the community. A two months' course of duty in the wards is offered to Massachusetts General Hospital Alumnæ who wish to study methods adopted since graduation. In this hospital there are forty or more positions on the nursing staff that command from $75 to $100 a month and full maintenance. There are positions of greater responsibility that command higher salaries. These positions offer good executive experience. The Phillips House, the private pavilion of the hospital, offers many opportunities for special nursing and executive work. The hospital is constructing a new building for people of moderate means. Its capacity will be 300 beds. This development will make many more graduate opportunities available for the Alumnæ of the school. The demand for the graduates in the field of private nursing, public health nursing, and to fill positions in other hospitals far exceeds the supply.

Description of the Content of the Curriculum

PRELIMINARY COURSE

ANATOMY, PHYSIOLOGY AND HYGIENE (80 hours).

Misses Pohe and Perkins.

This course is intended to give the student an intelligent understanding of the structure, functions and hygiene of the normal human body, and to serve as an essential basis for the study of dietetics, materia medica, pathological conditions and other allied subjects. Instruction is given by means of lectures, recitations, demonstrations, and laboratory work. The skeleton is used for the study of bones; the manikin, charts, and preserved specimens for the study of organs. Fresh animal specimens of organs are used for dissection, and microscopic slides are used to study the minute structure of tissues.

BACTERIOLOGY AND HOME SANITATION (30 hours).

Misses Pohe and Perkins.

This course includes an outline of the development of the science of Bacteriology and the importance of its principles to medicine and surgery. A study is made of the characteristics and habits of microorganisms and their relation to disease; methods of disinfection and sterilization; bacteria of milk, water, and air; immunity; vaccines, and serums. Throughout the course the practical application of Bacteriology to the treatment and prevention of disease is emphasized. In the laboratory yeasts, molds, and non-disease-producing bacteria are grown and their activities studied; stained slides are made and examined from cultures grown.

DRUGS AND SOLUTIONS (20 hours). Miss Perkins.

This course includes a study of the apothecaries' and metric systems; the correct preparation and use of solutions commonly found on the wards; obtaining fractional doses; common terms and symbols; methods of administering drugs; classification of drugs. A short time is also given to help familiarize the student with a few of the important drugs which she may be called upon to administer before receiving her instruction in materia medica.

Chemistry (24 hours). Miss Perkins.

This course is intended to give such students as have not previously studied this subject a few of the important principles of chemistry, which will serve as a basis for a better understanding of physiology, dietetics, materia medica, and other nursing subjects. A part of the time is given to laboratory experiments carried on by the pupils and intended to give a better understanding of subjects studied.

History of Nursing and Ethics (16 hours).
Misses Johnson and Dennison.

Early in training the pupil is taught something of the long and splendid history of nursing, and something of the great leaders who have established the traditions and ideals of nursing. The object of this course is to arouse interest in nursing and to create enthusiasm for it. The course in ethics is a series of talks concerning the underlying principles of ethical conduct particularly as applied to nurses.

Nursing Principles and Practice (90 hours' demonstration; 90 hours' classroom practice; 300 hours of supervised practice on wards). Misses McCrae and Corbett.

This is one of the strongest courses in the curriculum. Procedures are demonstrated in the classroom by an expert instructor, who also emphasizes the underlying principles of each procedure and describes the conditions that require these particular nursing procedures. The students then practice the procedures in the classroom under the close supervision of the instructor or her assistants. The assistants then accompany the students to the wards to supervise the first carrying out of the nursing procedures for the patients. In a class of 40 students the number of demonstrations, original and practice, given and supervised by the practical instructor and her assistants totals over one thousand.

Social Service. Miss Cannon.

Two lectures are given the students during the preliminary course which aim to interpret to the students the nationalities of the patients in the hospital, the conditions under which the patients live and work, and the relationship of these factors to the social treatment and care

of the patients after discharge. The development of the social service work at the Massachusetts General Hospital is sketched briefly. At intervals during the succeeding years consideration of the social aspect of convalescence, of chronic, communicable, cardiac, and mental diseases, is presented by the hospital social workers as these conditions are studied.

NUTRITION AND COOKERY (36 hours).

Misses Floyd and Norton.

The object of this course is to give a fundamental understanding of the principles and methods of simple cookery for well and sick persons, to teach the arrangement of a balanced diet according to demands of age, physical activity and climate, and to teach the pupils the intelligent administering of hospital special diets. The course consists of twelve three-hour lessons, during which a lecture of one hour is followed by two hours' work in the diet laboratory. The instruction relates to composition of food, food values, diets in various diseases, preparation of infant feeding, and preparation of beverages, cereals, vegetables, meats, etc.

BANDAGING (12 hours). Miss Corbett.

The instruction in bandaging is given to small sections of the class twice a week. After consideration of the manufacture, economy, and indications for bandages, the fundamental figures of bandaging are taught. Each nurse has opportunity to apply the various bandages under the individual direction of the instructor.

THE JUNIOR YEAR

PHYSICAL TRAINING (4 hours). Dr. Kline and Miss Coleman.

Within comparatively recent years the medical profession has come to realize that body mechanics have a close relation to health. It is now known that correct posture is an important contributing factor to the prevention of fatigue and that faulty posture is a definite potential cause of several ailments. The student nurses are taught the elements of body mechanics that they may help both their patients and themselves to healthier living.

Materia Medica and Therapeutics (24 hours).

Miss Perkins.

In this course a study is made of the therapeutic action of the important drugs, their dosage, administration, and toxicology. The uses of X-Rays, sera and vaccines are considered. The purpose is to give the student a sufficient knowledge to enable her to co-operate intelligently with the physician in securing desired results and to safeguard the patient against possible errors.

Medical Diseases (35 hours).

Physicians and Miss Martenson.

The object of this course is to give the nurse a practical understanding of the causes, symptoms, prevention, and treatment of the more common medical diseases, that she may intelligently care for her patients, and give skilled assistance to the physician. This course is comprised of lectures, bedside clinics, and classes, and is pursued during the period of medical ward duty. The general medical diseases are grouped under diseases of blood, heart and circulatory system, diseases of the respiratory system, diseases of the gastro-intestinal tract, diseases of the skin, diseases of urinary tract, and constitutional diseases. Case studies are made in the wards by the student nurses in order to correlate the classroom instruction with the clinical material in the wards. The social aspects of various diseases are presented at these classes by social service workers. This course is given concurrently with nursing experience on the medical wards.

Dietotherapy (8 hours). Miss Floyd.

This course is given concurrently with the classes in general medical diseases and applies the fundamental principles of methods to the dietary treatment of disease. The case method of study is used.

Massage (16 hours). Miss Dupee.

This course consists of six lectures on physiological effects of massage, six demonstrations with practice work in massage, manipulations, and exercises. Occasionally a pupil receives special instruction and practical experience in treating cases under supervision.

Elements of Pathology (8 hours). Dr. Nesche.

The causes of disease, the common disease processes, the method of procedure, and the significance of tests commonly used in blood, gastro-intestinal pathologies, etc., are considered in this course by lectures, demonstrations and laboratory work.

THE INTERMEDIATE YEAR

Psychology applied to Nursing (16 hours). Miss Pohe.

In this course are presented the fundamental principles underlying human conduct and an interpretation of human reactions in order that the student nurse may have an understanding of and an impersonal sympathy for the sick. It is also hoped that the student will gain knowledge that will enable her to more satisfactorily make adjustments in her personal life. The fundamentals of learning are surveyed, and teaching principles applicable and valuable to the nurse in her work are discussed.

Communicable Diseases (15 hours).
Physicians and Miss Martenson.

This course consists of a study of communicable diseases. It is comprised of lectures, clinics, and class discussions. The pathological, curative, preventable, and nursing phases are considered. The social and economic aspects of communicable diseases are presented by a social worker. The various contagious diseases are taught by a specialist.

Pediatrics (24 hours).
Dr. Higgins and Misses Cates and Fessenden.

This course endeavors to teach the student the physical and mental development of normal children, the factors concerning the principal diseases of children, how to apply nursing methods to sick children, how to prepare infant feedings, and the proper diet for both sick and well children. It is also hoped that the course will give the students some appreciation of the causes of infant mortality, some understanding of its social aspects, and create some responsibility toward conserving child life.

Sanitation (12 hours). Miss Pohe.

The object of this course is to give the student some knowledge of the methods which are being used to protect the health of individuals and communities. The following subjects are given consideration — sources and routes of infection, sewage and garbage disposal, water supply, food and milk supply, air supply and ventilation, health departments and health legislation. Excursions are made to sanitary plants.

Surgical Diseases (62 hours). Drs. Rogers and Sweet, Misses Bancroft and Bargh.

This course is comprised of lectures, bedside clinics, and classes. A lecture is given on anesthesia. Under general surgical conditions are listed wounds, wound infections, surgical emergencies, surgical procedures, major surgical operations, and plastic surgery. The orthopedic group includes conditions involving bony and muscular systems, and certain infections. In another group gynecological conditions are studied. Case studies are made on the surgical wards similar to those already described under Medical Diseases. This course is divided into Surgery I and Surgery II. Surgery I is given concurrently with Surgical Nursing experience.

Diseases of the Eye, Ear, Nose and Throat (8 hours). Special lecturers and Miss Perkins.

Lectures, clinics and nursing demonstrations are given by the medical and nursing staff of the Massachusetts Eye and Ear Infirmary. These include the diseases and nursing care of the organs above named.

THE SENIOR YEAR

Obstetrics (48 hours). Obstetricians and nurse instructors.

The obstetrical training is obtained by affiliation with the Boston Lying-In Hospital. An excellent course is given in the nursing principles and practice of obstetrics. The theory is taught by outstanding obstetricians. The students are thoroughly taught prenatal and post-partum care of the mother, and the care of normal

infants. Beginning in 1930 obstetrical experience will be obtained in the Baker Memorial, a department of the Massachusetts General Hospital.

Neurological and Mental Diseases (16 hours).
Physicians and Miss Johnson.

In this course an effort is made to teach the student nurse something of the causes of mental illness, the relation between mental and physical illness, the application of general nursing principles to mental nursing, and the principles of mental hygiene. Four clinics are held at a hospital for mental diseases.

Nursing—History, Problems, and Opportunities (30 hours).
Miss Johnson.

The object of this course is to interpret the development of the schools of nursing, and of the profession of nursing. The course also includes the consideration of nursing organizations and legislation. The reasons for some of the difficulties in the way of progress are discussed, as well as the possible remedies for these difficulties. Articles in current nursing magazines are reviewed. There are case discussions of private duty problems. Certain periods are given to the consideration of ethics as applied to nurses and their work. A brief survey is made of the opportunities in the various post-graduate fields of nursing.

Senior Nursing (15 hours).
Physicians, Dietitians, Misses McCrae and Corbett.

This course includes lessons in First Aid which will help the nurse to adapt her hospital methods to outside emergency situations; lectures on the recent development in the nutritional field, and demonstrations and practice of advanced nursing procedures.

Principles of Public Health (30 hours).
Directed by Miss Chase. Speakers from, and Excursions to, Various Community Health Associations.

Although this course is listed in the senior year, it begins with the junior term and continues throughout the three years. An outstanding criticism of the graduate nurse is her limited conception

of the relation of nursing to preventive medicine. It is often stated that while the majority of nurses are prepared to render adequate nursing care to the patient ill in bed, they are less adequately prepared to teach those laws of health which prevent illness and hasten convalescence. Many young graduates have little knowledge of the modern health program. One object of the course is to give the student nurse some conception of how the hospital, and particularly the Out-Patient Department, serves the community. Another object of the course is to show how the community is endeavoring to meet its health responsibility by providing various educational and relief agencies. Through this course the students learn of the work of such agencies as the State and City Boards of Health; the Boston Tuberculosis Society; Massachusetts Society for Mental Hygiene and for Social Hygiene; Community Health Association; Nursery School; Perkins Institute for the Blind; and the Fernald School.

THE SEPTEMBER SECTION OF AN ENTERING CLASS

SUMMARY

Subjects	*Lectures or Demonstrations*	*Laboratory or Clinics*	*Class Discussion*	*Total Hours*
Preliminary Term				
Anatomy and Physiology (incl. Hygiene)	40	25	15	80
Bacteriology	12	18		30
Drugs and Solutions	10	5	5	20
Chemistry	12	12		24
History of Nursing and Ethics	15			15
Nutrition and Cookery	12	24		36
Nursing Principles and Practice	90	90		480
Supervised Ward Practice		300		
Bandaging	3	9		12
Junior Term				
Massage	4	12		16
Materia Medica	12		12	24
Medical Diseases (incl. Skin)	18	9	8	35
Dietotherapy	8			8
Clinical Pathology (incl. Urinalysis)	5	2	1	8
Physical Training	1	3		4
Intermediate Year				
Communicable Diseases	7	4	4	15
Pediatrics	16	4	4	24
Surgical Diseases (incl. Orthopedics and Gynecology)	30	16	16	62
Nursing in Diseases of Eye, Ear, Nose and Throat	6	2		8
Psychology Applied to Nursing	16			16
Sanitation	8	4	3	15
Senior Year				
Nervous and Mental Diseases	8	4	4	16
Nursing—History, Obligations, and Opportunities	25		5	30
Obstetrics	34	2	12	48
Senior Nursing (incl. First Aid)	15			15
Oral Hygiene	2			2
Occupational Therapy	2			2
Principles of Public Health	10	20		30
	421	565	89	1,075

THE DEGREE COURSE

OR

THE FIVE–YEAR NURSING COURSE LEADING TO A BACHELOR OF SCIENCE DEGREE

Graduate nurses who hold degrees are greatly in demand, especially for positions in public health nursing, administration and teaching. This program consequently offers a distinct advantage since it combines technical training with college work arranged to furnish the scientific foundation required in modern nursing and shortens the usual training-school course by one year. It is particularly adapted to the needs of recent high-school graduates since it enables those below the age required for admission to the more desirable schools of nursing to begin their professional preparation without delay.

The School of Public Health Nursing in affiliation with the Massachusetts General Hospital Training School for Nurses conducts a Five-Year Program in nursing. The completion of this course entitles the pupil to the diploma of the Massachusetts General Hospital Training School for Nurses and to the degree of Bachelor of Science from Simmons College. The School of Public Health Nursing is conducted by Simmons College, with the co-operation of the Boston Community Health Association.

REQUIREMENTS FOR ADMISSION. Applicants must satisfy the entrance requirements to Simmons College by certificate from accredited school, by examination, or by combination of certificate and examination and the entrance requirements of the Massachusetts General Hospital Training School for Nurses.

Applicants must be personally adapted to professional nursing. Each applicant must, therefore, apply in person if possible, otherwise by letter to the Director of the School of Public Health Nursing, who, in conference with the Principal of the Training School, will decide upon her personal qualifications.

PLAN OF INSTRUCTION. The first and second years of this program consist of work at Simmons College, the third and fourth years of technical work in the Training School for Nurses, and the fifth year of special training for public health nursing:

FIRST YEAR

First Term	*Second Term*	*Third Term*
General Biology	Physiology of Nutrition	Bacteriology
General Chemistry	General Chemistry	General Chemistry
English	English	English
History of European Civilization	History — cont'd	History — cont'd
General Hygiene	General Hygiene	General Hygiene
Physical Training	Physical Training	Physical Training

SECOND YEAR

Comparative Anatomy and Physiology of Vertebrates	Comparative Anatomy and Physiology of Vertebrates	Comparative Anatomy and Physiology of Vertebrates
Principles of Economics	Principles of Economics	Principles of Economics
Physics	Physics	Physics
Prevention of Communicable Disease	Fundamental Principles of Human Nutrition	Psychology
	Preparation of Elementary Foods	

THIRD AND FOURTH YEARS

The third and fourth years are devoted to nursing instruction and experience in the School of Nursing. For admission to this part of the course students must not only have attained a satisfactory academic record, but must also be recommended as to personal qualifications by the Director of the School of Public Health Nursing.

THEORETICAL INSTRUCTION. The theoretical instruction is identical with that of the three-year course except for the subjects pursued at Simmons College, which are omitted, therefore, from the curriculum in the training school.

CLINICAL WARD PRACTICE AND EXPERIENCE. The ward practice and experience consists of preparatory and advanced terms. The preparatory term of four months is spent in various hospital wards for orientation and supervised practice of nursing procedures. If the student gives evidence at the end of this time of possessing those traits necessary for developing skill in nursing and other essential qualities she is accepted into the school and the advanced period begins.

During the advanced period nursing experience is gained as follows:

Medical nursing for a five months' period, given concurrently with the course in medical diseases, and supplemented by Diet Kitchen, one month.

Surgical nursing (accompanying surgical class work), including care of acutely ill and convalescent surgical patients and operating room experience for a seven months' period.

Infants and children for three months.

Maternity care for three months.

Out-Patient Clinic nursing supplements ward nursing experience for a six weeks' period.

Specialized experience in various departments of the hospital, such as emergency, skin, orthopedic, metabolism and neurological wards, offers a distinct opportunity to which the remaining four and one-half months is assigned.

Vacation time of one and one-half months is given during the two calendar years in the training school, three weeks following the first year and three weeks just previous to returning for the fifth year at Simmons College.

FIFTH YEAR

First Term	*Second Term*	*Third Term*
Field Work	Municipal and Industrial Hygiene	Public Oral Exposition
Principles of Public Health Nursing	Principles of Teaching	Health Education
Conferences	Public Health Nursing Organization and Administration	Public Health Nursing — cont'd
	School Health Program	Principles of Social Case Work
	Introduction to Sociology	Rural Sociology
	Elective	
	Field Work — 1 week	

FEES AND OTHER EXPENSES. All fees are payable in advance. For each of the first two years of this program the tuition fee is $225, one-half payable in September, the remainder in January. In addition, laboratory fees and deposits amount to about $20.50 for each year. The cost of residence for one year, including board and lodging in the college dormitories, varies from $350 to $400, one-half payable in September, the remainder in January. The tuition fee for the Training School course is $50, payable upon admission, with an additional deposit of $10 for breakage. Throughout the Training School course the hospital provides, without expense to the student, board, lodging, uniforms (uniforms after the probation period), textbooks, and care during temporary illness. The expense of the fifth year is usually about $800.

FURTHER INFORMATION. From the Registrar of Simmons College, 300 The Fenway, Boston, may be obtained application forms and the college bulletin giving general information regarding entrance requirements and cost of residence in various college dormitories.

From the Director of the School of Public Health Nursing, Simmons College, Boston, may be obtained necessary and detailed information describing the requirements and content of this particular course.

A PROGRAM FOR COLLEGE GRADUATES

For many years it was the policy of the Massachusetts General Hospital Training School for Nurses to give no credit of time to college graduates. It seemed wiser to make a very rich three years by giving special courses and special affiliations. This method has proved satisfactory to the majority of the college graduates who have been members of the school. But because the time element is such an important factor to many of these young women, and because they cannot judge the value of these special courses before entrance, and because the particular specialty which the student elects may not be available here, it has been decided to follow the policy of other schools by granting a time allowance, under certain conditions, to college graduates who wish to take the basic course of training.

Graduates of approved colleges may be given from three to eight months' credit on the three-year course, provided their college course has included the basic sciences related to nursing. The four basic sciences which should be included in the college work are biology, chemistry, sociology, and psychology. Students should present at least one year academic credit in each of these subjects.

Courses in bacteriology, nutrition, hygiene, and sanitation may be accepted as part of the biology requirement. Courses in philosophy or education may be accepted as part of the psychology requirement.

The amount of time to be allowed the student will depend upon the college credentials presented by her, and upon the grade of theoretical and practical work done in the training school.

Applicants for this course should realize that the nursing laws in many States demand three years of training for the nurse presenting herself for registration examinations. The rulings of the State Boards of Nurse Examiners vary as to the amount of time credit given to college graduates. As post-graduate courses are accepted by most boards as a part of the three-year preparation, and as most of the graduates of the shortened courses pursue further study in some nursing specialty, little actual difficulty should occur in registering in the majority of the States.

Any of these students who may wish to spend three years in the school may enrich their course by availing themselves, without additional expense, of the certain special courses in the Massachusetts General Hospital School or in affiliating schools—such as the School

of Public Health Nursing which is conducted jointly by Simmons College and the Community Health Association, The Massachusetts Eye and Ear Infirmary Training School, or in the school of the McLean Hospital, Waverley, an institution for the care of nervous and mental diseases.

There is great demand for graduate nurses with a broad educational background. While there are many such nurses in the field, the supply does not meet the demand. Many schools have shortened their courses for college graduates, hoping that it would influence a larger number of well-qualified students to enter the schools.

There are manifold and excellent opportunities for the mature woman who is well-educated, well-trained and who possesses the right personality, sound judgment and sterling qualities of fine womanhood.

Student Nurses in Training

CLASS OF 1929

Catherine E. Armstrong, Norton, Mass.
Ella D. Beebe, Swanton, Vt.
Agnes K. Bennett, South Berwick, Me.
J. Louise Bennett, South Berwick, Me.
Mildred E. Blake, Dorchester, Mass.
Julia E. Buckley, Whitman, Mass.
Delvina M. Champagne, Wilder, Vt.
Katherine A. Clark, North Cohasset, Mass.
Florence R. Crocker, Buffalo, N. Y.
Florence R. Farrell, New Bedford, Mass.
Margarette Francel, Duluth, Minn.
Florence L. Giberti, Whitman, Mass.
Eileen M. Gilmartin, Bridgeport, Conn.
Mary M. Graney, East Walpole, Mass.
Margaret Hamilton, Lawrence, Mass.
Elizabeth H. Harmon, Gardiner, Me.
Katharine K. Higgins, Marstons Mills, Mass.
Vieno T. Johnson, Quincy, Mass.
Cecile B. Lachevre, Methuen, Mass.
Margaret S. Lane, West Paris, Me.
K. Virginia Leussler, Jamaica Plain, Mass.
R. Jean McGaughey, East Braintree, Mass.
Alice McKinney, Newton, Mass.
Audrey S. Merrow, Melrose, Mass.
Louise Mertz, West Newton, Mass.
Myrtle A. Miller, Bathurst, N. B.
Nora I. Morrissey, Portsmouth, N. H.
Winifred D. Parsons, Boston, Mass.
Gene E. Roberts, Marion, Ohio.
Eunice Rose, Dighton, Mass.
Helen D. Shaw, Middleboro, Mass.
Frederica Snelgrove, Boston, Mass.
Florence L. Swanson, Newton Highlands, Mass.
Muriel A. Thomas, Sagamore, Mass.
Marion G. Verge, Lunenburg, N. S.
Enes M. Zambon, South Ryegate, Vt.

Ethlyn Austin, Boston, Mass.
Hazel E. Benjamin, Ashfield, Mass.
Marjorie H. Bennett, Portland, Me.
Catherine L. Caldwell, Ottawa, Can.
Eileen M. Carroll, Rochester, N. Y.
Josephine A. Connelly, Jamaica Plain, Mass.
Ellice A. Drew, Jamaica Plain, Mass.
Evelyn J. Eddy, Bridgeport, Conn.
M. Jeannette Fisher, Caryville, Mass.
Gertrude I. Foster, Leominster, Mass.
*Mary L. Foster, Calexico, Cal.
*Katherine D. Gay, Damariscotta, Me.
Jessie P. Halbert, Forestdale, R. I.
Harriet K. Haworth, West Medford, Mass.
Ruth V. Hoyt, Skowhegan, Me.
Marion W. Johnson, Pawtucket, R. I.
*Marjorie A. Johnson, Wollaston, Mass.
Edna O. Kelley, Ashfield, Mass.
Dorothea Keough, Bridgewater, Mass.
Alice Krolik, Webster, Mass.
Dorothy E. Lind, Orange, Mass.
Nancy Marshall, Merrimac, Mass.
Elizabeth A. Martin, Potsdam, N. Y.
Margaret E. Matzek, Belmont, Mass.
Margaret E. McGarry, Shrewsbury, Mass.
Mary C. McSwain, East Walpole, Mass.
Hannah P. Meredith, Punta Gorda, Fla.

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*Five-Year Student.

Christine H. Moore, Milford, N. H.
Selma Nelson, Fitchburg, Mass.
Erma R. Nichols, Wiscasset, Me.
Mary V. Norton, South Berwick, Me.
*Helen L. Pease, Lee, Mass.
Florence F. Pfarr, A.B., Tipton, Iowa.
*Florence Sewall, Rockport, Mass.
Ruth E. Sherburne, Pawtucket, R. I.
Marie E. Smith, Maynard, Mass.
Ruth Harris Smith, Lakeview, Wash.
Dorothy E. Stoney, South Acton, Mass.
Celina E. Theriault, Caribou, Me.
Priscilla E. Thompson, Rockford, Ill.
Erma E. Trentini, Milford, N. H.
Ruth O. Webb, Schenectady, N. Y.
Anna V. Wedell, North Plymouth, Mass.
Clara M. White, Milford, N. H.
Elizabeth W. White, Montreal West, Can.
Dorothy Wilson, A.B., Hinsdale, Ill.
Janette S. Wood, Melrose, Mass.

CLASS OF 1930

Wenona Abbott, Wellesley, Mass.
Mildred Alexander, Billerica, Mass.
Lois Ames, Easton, Me.
Mary Bailey, Marblehead, Mass.
Alice Breen, Hardwick, Mass.
Doris Brown, Bryantville, Mass.
Linda Burgess, North Hampton, N. H.
Anna Chignola, West Quincy, Mass.
Naomi Currier, Oxbow, Me.
Margaret Dean, Dorchester, Mass.
Louise Dennis, Cambridge, Mass.
Muriel Dow, Lebanon, N. H.
Mary Eastham, Attleboro, Mass.
Frances Ellinwood, Hillsboro, N. H.
Dorothy Esson, Nashua, N. H.
Bessie Flint, Springfield, Mass.
Lillian Gilbert, Waterville, Me.
Madge Greer, Houston, Tex.
Muriel Guignard, Ottawa, Ontario, Can.
Alice Gustafson, Proctor, Vt.
Blanche Haley, Clinton, Mass.
Hazel Halladay, Hillsboro, N. H.
Dorothy Ide, Webster, Mass.
Dorothy Jones, Georgetown, Mass.
Persis Lane, North Jay, Me.
Dora Lawson, Montpelier, Vt.
Sarah Lifvergren, Pittsfield, Mass.
Edna Macomber, Malden, Mass.
Alberta Mason, Portsmouth, N. H.
Christine McDonald, Gardiner, Me.
Isabel Richardson, Ontario, Can.
Mary Savage, Warren, Pa.
Claire St. Louis, Brockton, Mass.
Edith Sturgeon, Ashland, Mass.
Mary Sullivan, Manchester, N. H.
Regina Sullivan, New Bedford, Mass.
Irene Vaillancourt, Taunton, Mass.
Louise Young, Brookline, Mass.

Ardenia Abbott, Columbia, Me.
Leona H. Bean, Proctor, Vt.
Ruth H. Brask, Attleboro, Mass.
Dorothy Brewer, Weston, Mass.
Elizabeth Brown, Clarke's Harbor, N. S.
Mary Carr, Clinton, Mass.
Anna M. Crotty, Worcester, Mass.
Esther E. Darling, Southbridge, Mass.
Margarete A. Dill, Newton Centre, Mass.
Elizabeth Doane, Arlington, Mass.
Ruth Drake, West Lebanon, N. H.
Anne Mae Ellis, Everett, Mass.
Janice Evans, Pawtucket, R. I.
Elizabeth Farrell, Woburn, Mass.
Emiline Foerster, West Springfield, Mass.
Helen Forrant, Beverly, Mass.
Jessie Fox, Halifax, N. S.
*Evelyn Horton, North Attleboro, Mass.
Grace Iskiyan, Provincetown, Mass.

* Five-Year Student.

Harriett Kennedy, Middleboro, Mass.
Dorothy Knapp, Hillsboro, N. H.
Shirley LeBaron, Morrisville, Vt.
Viola Lind, Everett, Mass.
Louine Lunt, Bar Harbor, Me.
Susan Matheson, Manchester, Mass.
Laura McIlvana, Middleboro, Mass.
Margaret Meenan, Cambridge, Mass.
Annie Parry, East Taunton, Mass.
Dorothy Reny, Westbrook, Me.
Stella Robicheau, Wollaston, Mass.
Muriel Rollins, Lawrence, Mass.
Velma E. Shaw, South Paris, Me.
Neva Snider, Springfield, Mass.
Barbara Stiles, Portland, Me.
Wiletta Stillings, West Stewartstown, N. H.
Eleanor Stockwell, Wollaston, Mass.
Hazel M. Swan, Brownville Junction, Me.
Marion L. Thurston, Errol, N. H.
Alice M. White, Rockport, Mass.
Leola T. White, Milton, Mass.
Nancy White, Salem, Mass.
Edith L. Whitehouse, Fall River, Mass.
Margaret Williams, Brookline, Mass

CLASS OF 1931

Edith Abbott, Ballard Vale, Mass.
Mary Ballsdon, Eastondale, Mass.
Marjorie Chick, Wells, Me.
Clara Clark, Millis, Mass.
Helen Clark, Middleboro, Mass.
Ethel Clauson, Pawtucket, R. I.
Myrtle Craig, Brookline, Mass.
Olga DeVincents, Newtonville, Mass.
Jean Dolan, Ontario, Can.
Florence Dutton, Whitman, Mass.
Lyyli Eklund, Dorchester, Mass.
Margaret Flatley, Manchester, Mass.
Alice Goodall, Exeter, N. H.
Barbara Hamilton, Dorchester, Mass.
Marjorie Harper, Webster, Mass.
Georgianna Hatch, Somerville, Mass.
Martha Holcomb, Torrington, Conn.
Etta Mae Holly, Sanford, Fla.
Annie Huggard, Norton, Kings County, N. B.
Miriam Huggard, Norton, Kings County, N. B.
Louise Hull, Rockport, Mass.
Doris Knights, Lexington, Mass.
Alice Lewis, Manchester, N. H.
Elsie Lindquist, Brockton, Mass.
Anna Lyons, East Milton, Mass.
Mary MacDonald, Belmont, Mass.
Catherine McGrath, Dorchester, Mass.
Irene Perrotti, Revere, Mass.
Ellen Piper, Dover, N. H.
Grace Ployart, Maynard, Mass.
Mary Puleston, Sanford, Fla.
Ruth Putnam, Marblehead, Mass.
Charlotte Robbins, Grindstone, Me.
Katherine Shealey, Brockton, Mass.
Takoulii Simonian, Scutari, Constantinople.
Sophia Slovak, Gardner, Mass.
Shirley Stock, Hillsboro, N. H.

Sylvia Abbott, Livermore Falls, Me.
Wanda Acorn, Souris, P. E. I.
Inez Annear, Montague, P. E. I.
Margaret Arey, Hopedale, Mass.
Mary Bayley, Pawtucket, R. I.
Ethel L. Blum, South Lancaster, Mass.
Marjorie Bowers, Kennebunk, Me.
Alice P. Brown, New Bedford, Mass.
Grace Brownell, Newport, R. I.
*Barbara Buck, Melrose, Mass.
*Edith Carpenter, Bedford, Mass.
Eleanor Colby, Franconia, N. H.
Dorothy Cox, Summerside, P. E. I.
Ruth Crockett, East Douglas, Mass.
Laura Durkee, Pittsfield, Mass.
Laura Estabrook, East Sullivan, Me.
Mary Fay, Stoughton, Mass.
Eleanor Foster, Taunton, Mass.

* Five-Year Student.

Virginia Gay, Friendship, Me.
Erthenia Graham, Auburn, Ind.
Priscilla Havener, Wayland, Mass.
Barbara Holmes, Webster, Mass.
Ruth Holt, Nashua, N. H.
Edith Holway, Newton Centre, Mass.
Flavia Klamki, Alexandria, La.
Sirrka Koivu, Maynard, Mass.
Ruth Kronquist, Hingham, Mass.
Felicia Kulig, East Springfield, Mass.
Helen C. Latham, Birmingham, Mich.
Ruth Lawrence, West Acton, Mass.
Estelle LeMaitre, Ayer, Mass.
Ruth Libby, Westbrook, Me.
Mary V. MacIsaac, Mattapan, Mass.
Sonja Nilson, Keene, N. H.
Kathryn O'Donnell, Gardner, Mass.
Elizabeth Parker, Lynn, Mass.
Marcia Patterson, A.B., Sanford, Fla.
Edna Rackliff, Sebago Lake, Me.
*Rosalind Rickard, Franklin, Mass.
Phyllis Rivard, Providence, R. I.
*Marion Roope, Salem, Mass.
Madeline M. Ross, Brookline, Mass.
Jennie Stevens, Quincy, Mass.
Alma Swier, Lyons, N. Y.
Thelma Thomas, Bradley, Me.
Sadie Tibbetts, Rangeley, Me.
*Ruth Towne, Keene, N. H.
*Esther Watts, Waltham, Mass.
Edith Weierich, Brookline, Mass.
Marie Wesanen, Portsmouth, R. I.
Doris Whitehead, Southbridge, Mass.
Olive Wilkinson, Central Falls, R. I.

CLASS OF 1932

February Section

Laura Anderson, Jamestown, N. Y.
Lorene Anderson, Jamestown, N. Y.
Charlotte Bell, Rumford, R. I.
Laura Breese, Syracuse, N. Y.
Alice Brisson, Newmarket, N. H.
Mary Bursaw, Campello, Mass.
Carrie Chick, Westbrook, Me.
Carolyn Coggeshall, Newport, R. I.
Helen Crocker, West Barnstable, Mass.
Hazel Dahlborg, Brockton, Mass.
Jacquline E. Davis, Brookline, Mass.
Marion Eddy, Everett, Mass.
Vivian Erickson, North Raynham, Mass.
Katherine Fader, Lunenburg, N. S.
Katherine Holt, Winter Harbor, Me.
Alice Jarvi, Maynard, Mass.
Susan Jones, Cambridge, Mass.
Josephine Lamphier, Brighton, Mass.
Tynne Lamsa, Fitchburg, Mass.
Annie Lehto, Maynard, Mass.
Alice MacNaught, Woods Hole, Mass.
Mary T. Martin, Newport, R. I.
Barbara Maxwell, Auburn, Me.
Mary McDonald, North Easton, Mass.
Mary Merritt, North Adams, Mass.
Eleanor O'Brien, Canton, Mass.
Luella Pease, Westfield, Mass.
Lydia Ross, Brookline, Mass.
Helen Sanborn, Ashland, N. H.
Herta Scheneppershoff, New Haven, Conn.
Eleanor Sheedy, Salem, Mass.
Eleanor Sherwood, Hoosick Falls, N. Y.
Esther Skibo, Lawrence, Mass.
Catherine Smith, Pittston, Pa.
Pearl Taylor, Quincy, Mass.
Lois Townsend, B.A., Howe, Okla.
Bertha Vaskelonis, Methuen, Mass.
Constance Wildes, Hancock, N. H.
Wrexie Young, Winter Harbor, Me.

* Five-Year Student.

TEXT-BOOKS

McCrae's "Procedures in Nursing."
Kimber's "Anatomy and Physiology for Nurses."
Emerson's "Essentials of Medicine."
Parsons' "Nursing Problems and Obligations."
Parker's "Materia Medica and Therapeutics."
Gould's "Medical Directory."

REFERENCE BOOKS OF INTEREST TO PROSPECTIVE APPLICANTS

Maxwell-Pope's "Practical Nursing."
Nutting and Dock's "History of Nursing."
Robb's "Nursing Ethics."
LaMotte's "The Tuberculosis Nurse."
Gardner's "Public Health Nursing."
Cook's "Life of Florence Nightingale."
Broadhurst's "Home and Community Hygiene."
DeWitt's "Private Duty Nursing."
Dock and Stewart's "Short History of Nursing."
Osler's "Principles and Practice of Medicine."
Stewart's "Manual of Surgery."
F. Nightingale's "Notes on Nursing."
Cutler's "Pediatric Nursing."
Bogert's "Fundamentals of Chemistry."
Harmer's "Principles and Practice of Nursing."

RECOMMENDED READING

Addams' "The Spirit of Youth and the City Streets."
Cabot's "Social Service and the Art of Healing."
Cannon's "Social Work in Hospital."
Wald's "The House on Henry Street."
Galsworthy's "The Mob."
Grieux' "Three Plays."
Beers' "A Mind that Found Itself."
Cabot's "What Men Live By."
White's "Mental Hygiene."
Devine's "Misery and its Causes."
Yezierska's "Children of Loneliness."
Mary Shipman Andrews' "The Lost Commander."